

Richland 1 Middle College

316 S. Beltline Blvd.
Columbia, South Carolina 29205

Grades 11-12 High School

Enrollment 102 Students

Principal Audrey L. Breland 803-738-7114

Superintendent Dr. Allen J. Coles 803-231-7500

Board Chair Lane Quinn 803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

N/AV

Absolute Ratings of High Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

6

8

10

7

1

IMPROVEMENT RATING

N/AV

ADEQUATE YEARLY PROGRESS

N/A

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	N/A	N/A	N/A
2006	N/AV	N/AV	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	N/A	N/A	N/A	N/A	N/A	74.1
Passed 1 subtest	N/A	N/A	N/A	N/A	N/A	12.1
Passed no subtests	N/A	N/A	N/A	N/A	N/A	13.8

HSAP PASSAGE RATE BY SPRING 2006

	Our School	High Schools with Students Like Ours
Percent	N/A	88.2%

ELIGIBILITY FOR LIFE SCHOLARSHIP

	Our School	High Schools with Students Like Ours
Percent of		
Seniors eligible for LIFE Scholarships at four-year institutions*	0.0	9.5
Seniors who met the SAT/ACT requirement	0.0	9.7
Seniors who met the grade point average	48.8	46.7

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	51	228
Number of Diplomas	43	167
Rate	84.3%	75.7%

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	79.4
English 1	N/A	60.9
Biology 1/Applied Biology 2	N/A	53.7
Physical Science	N/A	39.7
All Subjects	N/A	58.7

PERFORMANCE BY STUDENT GROUPS

	HSAP Passage Rate by Spring 2006		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	N/A	N/A	41	0.0	43	84.3	
Gender							
Male	N/A	N/A	15	0.0	18	88.9	
Female	N/A	N/A	26	0.0	33	81.8	
Racial/Ethnic Group							
White	N/A	N/A	3	0.0	6	50.0	
African American	N/A	N/A	38	0.0	45	88.9	
Asian/Pacific Islander	N/A	N/A	0	0.0	N/A	N/A	
Hispanic	N/A	N/A	0	0.0	N/A	N/A	
American Indian/Alaskan	N/A	N/A	0	0.0	N/A	N/A	
Racial/Ethnic Group							
Non disabled	N/A	N/A	41	0.0	51	84.3	
Disabilities other than speech	N/A	N/A	0	0.0	N/A	N/A	
Migrant Status							
Migrant	N/A	N/A	0	0.0	N/A	N/A	
Non-migrant	N/A	N/A	41	0.0	51	84.3	
English Proficiency							
Limited English Proficient	N/A	N/A	0	0.0	N/A	N/A	
Non-Limited English Proficient	N/A	N/A	41	0.0	51	84.3	
Socio-Economic Status							
Subsidized meals	N/A	N/A	11	100.0	11	100.0	
Full-pay meals	N/A	N/A	31	0.0	40	80.0	

n = number of students on which percentage is calculated

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 52.3%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Mathematics – State Performance Objective = 50.0%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 102)				
Retention rate	4.6%	Down from 9.1%	7.0%	7.0%
Attendance rate	99.6%	Up from 96.4%	95.3%	95.5%
Eligible for gifted and talented	0.0%	No change	7.0%	7.9%
With disabilities other than speech	0.0%	No change	12.7%	12.3%
Older than usual for grade	12.7%	Up from 12.5%	9.4%	9.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.9%	1.2%
Enrolled in AP/IB programs	0.0%	No change	8.5%	11.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Eligible for LIFE Scholarship*	0.0%		9.0%	10.2%
Annual dropout rate	7.6%	N/A	3.5%	2.8%
Career/technology students in co-curricular organizations	N/A	N/A	6.5%	3.5%
Enrollment in career/technology center courses	19	Up from 4	569	448
Students participating in worked-based experiences	N/A	N/A	40.6%	24.2%
Career/technology students mastering core competencies	84.2%	N/A	80.1%	80.0%
Career/technology completers placed	N/A	N/A	97.2%	99.1%

* Using only SAT/ACT and Grade Point Average requirements.

Teachers (n= 13)

Teachers with advanced degrees	50.0%	Up from 40.0%	50.0%	55.5%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	9.0%	9.6%
Teachers with emergency or provisional certificates	28.6%	Down from 33.3%	10.5%	9.9%
Teachers returning from previous year	N/A	N/A	87.3%	86.3%
Teacher attendance rate	90.0%	Down from 95.9%	95.1%	95.3%
Average teacher salary	\$47,374	Up 8.3%	\$42,334	\$42,943
Prof. development days/teacher	13.8 days	Down from 17.8 days	12.3 days	11.2 days

School

Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	14.9 to 1	Down from 18.8 to 1	25.4 to 1	25.7 to 1
Prime instructional time	89.2%	Down from 90.4%	88.7%	89.3%
Dollars spent per pupil*	\$10,638	N/A	\$6,580	\$6,792
Percent of expenditures for teacher salaries*	36.2%	N/A	56.8%	55.3%
Percent of expenditures for instruction*	45.2%		62.0%	61.1%
Opportunities in the arts	Poor	No change	Excellent	Excellent
Parents attending conferences	99.0%	No change	90.2%	92.8%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school *or greater than last year	94.0%*	Yes

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Richland One Middle College (ROMC) at Midlands Technical College (MTC) is a public charter school for eleventh and twelfth graders. This school is a unique educational model for South Carolina charter schools as well as other public schools because it is the first time that a district and a community college in SC have cooperatively formed a planning committee and jointly committed their support to create and to work collaboratively to foster the growth of a middle college.

Prior to the inception of the middle college, only one option existed to serve students in Richland District One outside a traditional high school setting. Therefore, a significant number of students were not being reached. ROMC, a school of choice, helps address this factor by: (1) Implementing and evaluating integrated project-based curriculum that uses current technology and a variety of focused instructional strategies linked to the Middle College concept to meet or exceed statewide standards; (2) Delivering comprehensive guidance and career development strategies using research based practices and techniques appropriate for each student; and (3) Providing students with character education, leadership development, and the generic skill set demanded by employers as critical success factors to prepare for successful transition from the Middle College to post-secondary lifelong learning.

Exemplary features of the 2005-2006 school year include an Individual Graduation Plan (IGP) Support Team assigned to work with each student from enrollment until graduation; development and public presentation of student projects and portfolios at the second annual Academic and Career Excellence (ACE) Banquet and Exhibition and monthly Class Nights; Technical Scholar year-round paid internships and career mentorships; Senior Capstone Project; Early Start dual enrollment program at MTC; mandatory 90 hours of service learning; 4 school-wide days of service learning; a rigorous A, B, C, I, NC grading scale; Extensive systems of Extra Help/Extra Time to support academic achievement - Early Bird seminars and ACE Power Hour at the end of the day for small group learning communities; Student Success Seminars and Field Studies; Advisor/Advisee; Speakers' Bureau, and Corporate Image Day.

The middle college's aspiration to improve student achievement necessitates increased quality of parental involvement, increased professional development opportunities to address research-based best practices, and increased school-community interactions.

Audrey L. Breland, M. Ed., Dean
Robert L. Kirton, Ed. D., Executive Director
Cynthia Hardy, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	9	33	15
Percent satisfied with learning environment	66.7%	87.9%	86.7%
Percent satisfied with social and physical environment	77.8%	87.9%	86.7%
Percent satisfied with school-home relations	88.9%	81.8%	100.0%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.